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ABSTRACT

This leader's manual is part of the "Focus on the Future" package which presents a group career guidance activity for secondary students designed to bring to light traditional biases and stereotyped attitudes about male and female roles and to create an awareness of how such attitudes may influence work expectations and future family relationships. The package also includes a technical manual and eight picture stimulus sets which consist of indefinite sketches of women, men, and children engaged in a variety of work related and domestic activities. Attached to the sketches are student response sheets on which students write their reactions to the sketches for later discussion with the group. The leader's manual includes an introduction, a brief discussion of the activity's objective, a list of the pictures and their accompanying questions, and detailed plans for three different sessions. The plans suggest how the leader can introduce the pictures and includes ideas for discussion once students have written their responses to the pictures. (LMS)

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FOCUS ON THE FUTURE:
Future Options/Creative Understanding
Through Seeing

Leader's Manual

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INTRODUCTION

Focus on the Future is an innovative career guidance technique that has had positive results in its developmental stages with secondary school students as well as college undergraduates. The technique consists of a set of sketches of women and men in work and family situations, accompanied by brief questions to be answered. The sketches evoke a range and variety of responses from students. Class discussion that encourages a sharing of these varied responses brings to light traditional biases and stereotyped attitudes. Succeeding discussions create an awareness of how such attitudes may influence work expectations and future family relationships. Students completing the program will approach the life-career decision process with more carefully examined views on the relationship of sex-role stereotyping to choices they will make.

OBJECTIVE

The general objective of the technique is to stimulate an awareness of sex stereotyping as an important variable influencing future roles. It is intended that the following steps should occur in achieving this objective:

1. Students will learn the meaning of sex stereotyping.
2. Students will recognize sex stereotyping.
3. Students will learn how others sex stereotype through the sharing of responses.
4. Students will recognize sex stereotyping that may be present in planning their own future.
5. Students will learn how sex stereotyping may limit opportunity.
6. Students will become aware of the need to plan for the future, taking into consideration the influence of sex stereotyping.

MATERIALS

Stimulus pictures have been developed around work and domestic situations.

All pictures have been designed so that students may see in them what their life experiences have programmed them to see. It is important in presenting the materials to your students that you refrain from placing any of your own labels on the pictures.

The pictures can be intentionally structured into two groups. Each group would contain:

1. a domestic situation
2. two specific work situations
3. a generalized work-related situation
4. a "blank picture"

Group A includes pictures #1, #2, #3, #7, and #8.

Group B includes pictures #4, #5, #6, #7, and #8.

Leaders may decide which group of pictures to use. Other suggestions about using picture sets appear on page 32 of the Technical Manual.

Each picture is accompanied by a set of short-answer questions and a form for students to write their responses. The form will produce two copies of the responses: one to be collected, and one to be retained by the student.

INVENTORY OF STIMULUS MATERIALS

Listed below are all of the pictures and the accompanying response cues that compose the *Focus* materials.

Picture #1: Leaving Home

- Where is each person going?
- How will she spend her day?
- How will he spend his day?
- Is she content or discontent with her life? Is he content or discontent with his life? Please explain.

Picture #2: Kitchen

- What is the relationship between these two people?
- What are they doing?
- Is this a usual or unusual activity for them?
- What does each do in a typical day?
- Are they happy with the way they spend their days? Please explain.

Picture #3: Work Line

- What are the names of the four people in this picture? Beside each name write the kind of work the person does.
- How did each one come to be in this job?
- Describe each one's feelings about the job.
- What will each person do at the end of the day after leaving work?

Picture #4: Travelers

- The woman seated with the umbrella and the man standing behind her are both going to see about a new job.
- What job is the woman seeking?
- What job is the man seeking?
- Describe each one's feelings about the trip.
- Tell what is likely to happen in the future for each.

Picture #5: Store

- This man and child are grocery shopping. Do they do this together on a regular basis? Tell why or why not.
- Did they plan the grocery list themselves?
- How does the child feel about going shopping?
- How does the man feel about going shopping?

Picture #6: Office

- Describe the work of each of the three people in the picture:
 - Man on the left
 - Man on the right
 - Woman in front
- Is any one of these three paid more than the others? Please explain.
- How does each one feel about the amount he or she earns?
 - Man on the left
 - Man on the right
 - Woman in front

Picture #7: Laboratory

- Where is this scene taking place?
- What type of work does the woman do?
- What type of work does the man do?
- Do they work well together? Please explain.

Picture #8: Yourself in the Future

- Now put yourself in this picture 15 years from now and answer the following questions as if it were 19__.
- If you are working, describe what you do.
- Describe a typical day in your life.
- Describe the people and things that are most important to you.
- What do you like most about your life?
- What do you like least about your life?

PLAN FOR SESSION ONE

I. Begin by saying something like:

"Today we are going to do something a little different. I have some pictures I'd like you to look at and think about. I'll ask you to write some of your thoughts down, so that we can talk about them later. There are no right or wrong answers to any of the questions. The only requirement is that you try to answer the questions about the picture. Your responses should be as complete as possible--at least the equivalent of two sentences."

II. Distribute one picture set to each member of class or group, emphasizing the following to the students:

A. Make sure you have a ball-point pen or a pencil sharp enough to register your response on the duplicate copy.

B. Be sure to fill in the identification section at the top of each response sheet.

"Now, look at the picture and write your responses. You will have about ten minutes." (Vary time according to what appears to be needed.)

III. After responses to the first picture are completed, collect the top sheet, making sure that all identifying information appears on this copy. Students are to retain the picture and the duplicate response sheet.

IV. Distribute the second picture set to each member of the class, and follow the above procedure.

V. Discussion:

Suggest that everyone may have seen something a bit different in the pictures. Ask students to share what they saw, treating one picture at a time. You may want to list the various different things students saw on the board. Encourage students who saw the pictures differently to engage in discussion about what they saw and what cues led to their conclusions. They should soon begin to realize that part of what they see is "in the eyes of the beholder."

Proceed with discussion until the end of the period, concluding with the statement that further discussion will continue next time.

VI. At the close of the class period, the two pictures are to be collected from each student. The students may retain their duplicate response sheets to refer to in subsequent class discussions.

- VII. Fill out Leader Comments (in the back of the Technical Manual) for Session One, using additional sheets if you wish to write more.
- VIII. If possible, review the students' response sheets before proceeding to Session Two in order to gain a sense of the length and quality of their responses, and to become aware of attitudes and beliefs you may wish to discuss during Sessions Two and Three.

PLAN FOR SESSION TWO

I. Begin with something like:

"To get us back into the discussion we started last time, I have a couple more pictures of the same kind for you to work on. Let's get started on those now. Answer each question fully with about two sentences."

Distribute the next two picture sets, one at a time, collecting the response sheet to the first picture (complete with all identifying information) before passing out the second set. Then proceed with looking at how people saw the pictures differently and possibly posting the results on the board.

II. Discussion:

- A. Define sex stereotyping--"a set way of looking at things that men or women do or should do because of their sex." You can either give the definition to the students or ask them to develop it, but be sure that they understand the concept.
- B. Lead a discussion about how the things that people saw in the pictures may have been influenced by stereotypes that they held.
- C. Introduce the idea that "old stereotypes are changing and girls and boys both have choices to make about how they want to live their lives and choose their work. All people make a choice about how much of their lives they will devote to a job and how much of their lives they will devote to family. Many women are choosing to put more of their effort into jobs than used to be true and many men are placing new importance on family life."
- D. "As men and women are thinking differently about how much they want to work and how much they will be home, they are also making different kinds of choices about what they will choose to do. Let's list some jobs and activities that you think are for women or for men."

Make four lists on the blackboard:

Men's jobs	Women's activities
Women's jobs	Men's activities

Consider the question, "Can you think of any good reasons why some of these jobs and activities are thought of as men's or women's?" Let the students interact around this question, challenging each other's ideas. Try to let the students do the work, entering your own ideas only if it appears that the

students have missed an important point and are, therefore, missing the idea. Lead to the conclusion that "women and men can choose to do whatever their abilities allow, and very little of what might be called abilities is sex-related."

- III. At the close of the class period, collect the two pictures from each student. The students may retain their duplicate response sheets to refer to in subsequent class discussions.
- IV. Fill out Leader Comments (in the back of the Technical Manual) for Session Two, using additional sheets if you wish to write more.
- V. If possible, review the students' response sheets before proceeding to Session Three to gain a sense of the length and quality of their responses and to become aware of attitudes and beliefs you may wish to discuss during Session Three.

PLAN FOR SESSION THREE

I. Begin with:

"Today we are going to move to a focus on our own thoughts and feelings about the future. To begin this part of the program, we will do another picture, except that this picture is blank and you are asked to imagine yourself in the picture 15 years from now. Read the response sheet instructions and complete your answers to the questions. Answer each question fully with at least two sentences." (Allow ten minutes.)

Distribute Picture Set #8, "Yourself in the Future," allowing students approximately ten minutes to complete their response. Collect one copy of the response sheet, making sure the identification section at the top is complete.

II. Discussion:

Review the definition of sex stereotyping. Continue discussion of stereotyping if needed. Otherwise, begin discussion of the blank picture responses.

III. Discuss the blank picture responses:

- A. Ask students to share their responses. Include a representative number of student responses (five to six).
- B. From these responses make two lists on the blackboard. One list should include traditional choices about life career roles; the other list should include new options in choosing life career roles.
- C. Ask other students to add information from their own responses to each of the lists.
- D. Present the following discussion questions:

"Did you know that on the average women work for 25 to 35 years and men work for 35 to 40 years of their lives? Let's look at the meaning of your responses with this in mind."

1. Did everybody list a specific work role?
2. Considering the average length of men's and women's work lives, will each of you be satisfied with the choices you stated on the response sheet:
 - (a) for work roles?
 - (b) for family roles?
 - (c) for accomplishments?

- E. Conclude the discussion about the blank picture with a statement about the right of each person to make individual choices. State that "traditional and nontraditional choices are okay, but it is important to know how you reach your decisions."
- IV. Ask students to complete the Questionnaire for Students.
- V. Fill out Leader Comments for Session Three.